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KNOWLEDGE, IMPACT AND LEGACY IN COMMUNITY HERITAGE RESEARCH PROJECTS

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ABSTRACT

Cambridge Community Heritage (CCH)¹ was a *Connected Communities* project funded by AHRC under the Research for Community Heritage (R4CH)² call. CCH involved ten University of Cambridge researchers in Archaeology, History, Heritage and Public Engagement in co-produced research collaborations with community groups in eastern England in 2012 and 2013. In 2012 CCH helped 24 community groups develop groups' own ideas for heritage projects into proposals that they could submit to the Heritage Lottery Fund (HLF) *All Our Stories* fund; and subsequently in 2013 CCH worked with 28 successful groups to deliver these projects. CCH projects involved more than 5,000 members of communities of place, occupation, interest and identity including local historical societies, football clubs, church groups, traveller communities, schools, women's groups and military regiments to explore aspects of their heritage which were important to them. The projects were enthusiastically embraced by communities and generated a wide range of outcomes, receiving excellent feedback from community participants and university researchers alike. This paper reviews the aims and outcomes of *Cambridge Community Heritage*, analyses the opportunities and challenges encountered in this programme and elicits some of the issues pertaining to sustaining, tracking, identifying and evidencing both short-term impact and longer-term legacies from these projects.

INTRODUCTION

This paper reviews the aims and outcomes of the *Cambridge Community Heritage* (CCH) programme, its impact and legacies, and assesses its implications for the role of UK universities in the early 21st century. CCH was funded by the Arts and Humanities Research Council (AHRC)'s *Research for Community Heritage* call under the *Connected Communities* theme's *Research for Community Heritage* (R4CH), with the aim of supporting the development of co-produced heritage-related research collaborations between the University of Cambridge and community groups.³ R4CH partnered the *Heritage Lottery Fund* (HLF) *All Our Stories* scheme (ICF 2015) which, inspired by the success of BBC history series '*Great British Story: A People's*

History of Britain' (presented by Michael Wood and broadcast Summer 2012), aimed to give members of the public the opportunity to get involved in exploring their own heritage. Community groups were required by HLF to be constituted not-for-profit organisations operating within the third sector, but not necessarily registered charities. The CCH team constituted ten University of Cambridge researchers specialising in Archaeology, History, Heritage and Anthropology: Dr Britt Baillie-Warren (Archaeology and Heritage); Dr Sarah Baylis (Art History and Oral History); Nicola Buckley (Public Engagement); Dr Mary Chester-Kadwell (Archaeology); Dr Nicholas James (Archaeology and Heritage Management); Dr Jonathan King (Ethnography and Museums), Dr Susan Oosthuizen (Archaeology), Dr Alex Pryor (Archaeology), Dr Ken Sneath (Social and Local History) and Dr Sam Williams (Social and Local History), led by PI Dr Carenza Lewis (Archaeology and Public Engagement) with administrative support by Ms Clemency Cooper. CCH involved more than 5,000 members of the public in heritage-related research projects in eastern England in 2012-13.

CCH METHODOLOGY

A fundamental principle of R4CH projects was that the subjects to be explored and the approaches used should be chosen by community groups, not by University of Cambridge researchers. This is an unusual approach for a research council-funded project, in which research priorities are usually identified by the academic community, but this co-produced approach to identifying and prioritising project aims and objectives reflects current thinking in heritage studies and community archaeology (Moshenska and Dhanjal 2012; Skeates, McDavid and Carman 2012) and is gaining traction in academia (Facer and Enright 2016). All R4CH projects were jointly funded by AHRC and the Heritage Lottery Fund,⁴ with the latter providing funds for groups to run their projects and the former funding university partners to provide support to groups.

The CCH project started in March 2012 with an open call from the University of Cambridge inviting community groups in eastern England to approach CCH with groups' ideas for heritage projects involving members of their communities. The invitation was promoted via University of Cambridge institutional and

¹<http://www.access.arch.cam.ac.uk/communities/cch>

²<http://www.ahrc.ac.uk/Funding-Opportunities/Research-funding/Connected-Communities/Pages/HLF-All-Our-Stories-Initiative.aspx> (accessed March 2015)

³<http://www.ahrc.ac.uk/News-and-Events/News/Pages/Research-for-community-heritage.aspx> (accessed March 2015).

⁴<http://www.hlf.org.uk/looking-funding/our-grant-programmes/all-our-stories> (accessed March 2015).

personal networks, making extensive use of social media. Recipients were encouraged to pass the call onto others. 34 groups responded to the CCH call and in May 2012 representatives of most of these attended one of two introductory structured networking events run by CCH. These provided an opportunity for group representatives to find out more about the AHRC/HLF programme and to meet CCH researchers and people from other groups in intervals. Most importantly, each group took part in three or four 15-minute one-to-one meetings, each with a different CCH researcher, during which groups' ideas for projects were presented and discussed (fig 1). On the basis of these discussions, the PI subsequently allocated each group a named 'link' researcher who was the responsible for providing groups with any help they asked for in developing their ideas into realistic funding proposals.



Fig 1: Community group leaders attending structured networking meetings with CCH researchers in May 2012.

Bids by community groups for funds to run their projects were submitted to HLF by 24 CCH-supported groups in July 2012. Three months later, 90% of the CCH groups learned their bids had been successful, with each successful group receiving up to £10,000 from the HLF to run their project (fig 2). Early in November CCH held a further consultative event for successful groups during which they met again with CCH team researchers in order to identify any requests or needs for further support and begin planning the delivery stage of their project. At this stage, several other successful groups which had not been involved with CCH in the bidding stage approached CCH for support in the delivery phase.



Fig 2: Representatives of Cambridge United Football Club with Michael Wood (presenter of BBC's Great British Story) at the Heritage Lottery Fund launch of All Our Stories.

With support needs identified, PI Carenza Lewis was able to bid to AHRC early in December 2012 for further funds needed to provide continued support to groups during the delivery phase of their projects, and in February 2013 learned that this bid had been successful. From then until December 2013, the CCH team helped a total of 28 community groups⁵ manage and deliver their projects, providing general support and oversight as well as specific advice, training and expertise as required. Each group was allocated a link researcher as their key contact for the delivery phase, with most groups involved with CCH in the bidding phase retaining the same link researcher they had in the development phase.

In 2013 CCH provided a series of workshops providing training in a range of skills and techniques (such as interviewing for oral history, using historical archives and archaeological excavation) (fig 3). While projects were setting up and running, CCH link researchers provided one-to-one advice to their allocated groups online, via telephone or in person as required, drawing on knowledge and expertise from others in the CCH team if and when needed.



Fig 3: A CCH training session in pottery identification.

A final plenary event was held in November 2013 when CCH groups presented the aims and outcomes of their projects as artefacts, displays and films (fig 4) and the PI and Karen Brookfield from the HLF gave presentations about the scope for future collaborations and sources of funding.

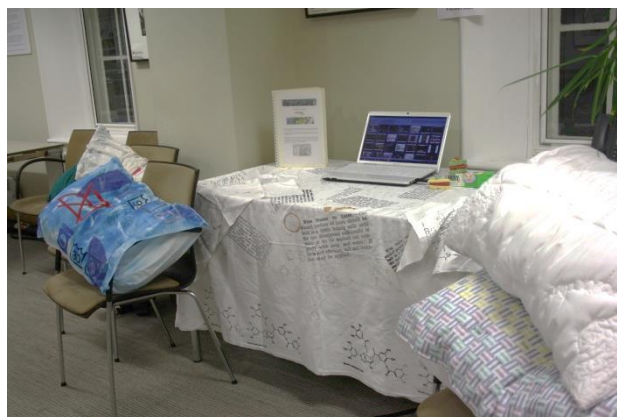


Fig 4: 'Freudian Slips' exhibit from CCH's final plenary

⁵ A list of all CCH projects can be viewed at <http://www.access.arch.cam.ac.uk/communities/cch/cch-projects> (accessed March 2015)

event: 'talking' pillows containing audio recordings of oral histories of Cambridge laundry workers.

CCH RESULTS:

Groups supported by CCH successfully running their projects in 2013 ranged widely in their interests, embracing communities of place, personhood and profession and including local historical societies, church groups, a Traveller charity, schools, a football supporters' club, women's groups, environmental groups and military regiments. The projects themselves ranged correspondingly widely in both their subject matter and their chosen means of investigating it, including archaeological fieldwork and excavations, documentary research, local histories, visits to collections, oral history recording, historical re-enactments and writing new heritage-related material for publication, performance and dissemination.

Two very different projects, the Saffron Walden Museum *Castle Bailey Project* and One Voice for Travellers' *Open Roads and Eastern Skies* project, are described below in order to show how CCH projects proceeded from plan to delivery and the sort of outcomes and impacts which were achieved.

EXAMPLE 1: SAFFRON WALDEN CASTLE BAILEY

The primary aim of Saffron Walden Museum's Castle Bailey project in its application to HLF was to involve 30 sixth-formers attending two local state schools in new archaeological excavations intended to find the line of the outer bailey ditch of the medieval castle in their local town of Saffron Walden in north Essex. The possible route of bailey ditch had been inferred from earlier research to run across an open area of common land in the centre of the present town (Bassett 1982), but this hypothesis had not been tested.

The 2013 Castle Bailey project, developed by the museum with CCH advice and support, included workshops to introduce pupils to the aims of the excavation; geophysical surveys to identify likely targets for excavation and locate trenches; excavation of two trenches by 30 pupils over five days in late July 2013 (including daily blogs and public site tours) (fig 5); an open day and exhibition of the results hosted by pupils in September 2013; preparation of a report on the results by CCH (Lewis and Ranson 2013); the development of learning resources for feeder primary schools and deposition of the excavation archive with the museum.



Fig 5: Students from north Essex excavating the ditch of the castle bailey discovered crossing Saffron Walden Common in 2013.

The excavations revealed two sections of a ditch close to the inferred line of the castle bailey and, particularly importantly, found pottery which dated one section to the 12th century, proving that the ditch was indeed that of the castle. This finally confirmed postulated ideas about the line of the castle ditch but also revised ideas about the development of the medieval town plan (Lewis and Ranson 2013). Integrating this information into academic research through the involvement of university researchers specialising in medieval Britain (CL) will allow the new discoveries to advance understanding of broader issues such as the development, character and role of castles (Creighton 2002; Lyddiard 2005) and towns (Ottaway 1992) in the medieval period. The 2013 excavation provided new finds for the museum, substantive evidence to underpin future interpretational material and improved knowledge of the extent and condition of buried heritage assets on the area of the Common which will inform management of the site in the future.

Written feedback forms including a range of questions including tick box, scalar and free text answers were completed by 50% of the student volunteers in order to assess the impact of the project on those who were most closely involved. This showed that despite having to excavate through extremely hard deposits and endure severe extremes of weather over the five July days of the excavation (which included temperatures into the 90s interspersed with torrential thunderstorms), 87% rated the experience as excellent, and 67% enjoyed it *much* more than they expected to. Described by several students as 'brilliant' or 'amazing', one typified attitudes in commenting 'It was an amazing experience and I would love to do something like this again' (PL), while a teacher taking part with their students saw it as 'so beneficial in terms of inspiring them (the students) for future study/curiosity' (CA). The pupils who took part in the excavations gained new work experience to enhance CVs including evidence of their willingness to volunteer, take on new challenges and work with persistence, all of which can support applications to university and for employment. 100% of respondents felt they had learned new skills in teamwork, observing, recording and analysing, with 87% strongly agreeing this to be the case. All also felt they knew more about the archaeology and history of Saffron Walden as a result of their participation, with 33% strongly agreeing this to be so. This indicated that all had gained a better understanding of their local heritage – of what survives and how this can inform contemporary understanding of the past. 100% felt they would take more interest in archaeology and heritage more generally in the future, with 53% strongly agreeing, and 100% of respondents said they would recommend the activity to others. Asked to indicate which aspects of the project that had enjoyed most, responses showed that 'finding things' was top-rated (100% ticked this box), with 'learning to do something new' (87%), 'meeting new people' (87%) and knowing they were doing valuable archaeological research (80%) also highly ranked. The CCH-linked university team supervising the students on the excavation were widely appreciated as 'so inspiring' (AH) and 'great, very patient' (FA).

More broadly, the project reached hundreds of visitors to the excavations who learnt first-hand about the project aims and results, as well as tens of thousands more who followed the excavations through articles in local press, interviews on BBC local radio or via the project website and daily blog. This all demonstrated the effectiveness of the project in helping local people become more informed about, and feel more engaged with, their local heritage. The excavations, being both highly

collaborative and very public, strengthened networks between the museum and its local schools, councillors, businesses and residents and enhanced the reputation of both the university and the museum as their activities were visibly relevant and popular. All this generated considerable enthusiasm amongst all partners for other collaborations in the future

In terms of *legacy*, or longer-term impact, robust strategies to sustain and propagate impacts were written into the Saffron Walden project plan from the outset. These sought to embed the potential benefits offered by the involvement of the museum in the project. The finds and records from the excavations were retained by the museum and will be available there for future research as needed and will also inform future displays in the museum and be used to develop education packs for use in the museum as well as in schools, cascading the knowledge gained and the sense of engagement to subsequent generations. One of the participating schools created a learning package based on the excavation for pupils to take into their feeder primary schools. These outputs have the capacity to deliver a more engaged population more interested in, and therefore supportive of, their local heritage and more aware of how this can contribute to local communities, potentially rendering heritage assets better understood and better protected by a local population which knows and cares more about them. New personal and social networks within the local community were created and strengthened as people from different walks of life contributed in different ways to the same project, including the museum staff who coordinated the activities, schools which took part, town councillors who gave permission for the excavations on town land and local businesses who provided in-kind support. Pupils participating in the excavations were inspired by the experience and this, along with the transferrable skills they gained, leaves them better fitted to gain good university places and career opportunities, ultimately enhancing their ability to contribute positively to society. Their engendered enthusiasm makes them likely to pass their attitudes to heritage and volunteering on to others in their schools, families and communities. The future of the museum is made more secure by having publicly and very visibly demonstrated its value to the local community, reaching beyond those who normally visit the museum, and as an ongoing institution it provides both place and personnel to help sustain the legacy of the project, completing a virtuous circle. Drawing on success, future collaborative projects are already being discussed, which will in turn help propagate this legacy.

EXAMPLE 2: ONE VOICE FOR TRAVELLERS 'OPEN ROADS AND EASTERN SKIES'

The aim of the One Voice for Travellers (OV4T) group was to involve teenage female members of the Gypsy/Traveller community in eastern England in recording for posterity accounts of their lives and those of older Gypsy/Traveller women, in order to increase intergenerational knowledge and understanding within the communities. The desirability of such a project had been identified by OVFT workers and Traveller community members during work on other programme supporting women in the Traveller community. The project involved CCH researchers and OV4T leaders in developing and reinforcing contacts in GRT community; identifying, recruiting and training interviewers; contacting and recruiting interviewees; developing acceptable protocols (especially around confidentiality); recording interviews; editing recordings;

uploading edited interviews to the website and CD; and developing an exhibition for the Museum of East Anglian Life in Stowmarket, held in February 2014.

In terms of outcomes, the project succeeded in recording new accounts of the lives of dozens of women, generating a valuable resource for the community and potentially for research, especially valuable given that Traveller and Gypsy communities are often marginalised both socially and in academic research (Acton 1997; Derrington and Kendall 2004; Hayes and Acton 2007). Interviews and conversations were recorded and edited by girls from Traveller communities working with community project leaders, trained and supported by the CCH researcher responsible for this project (SB). Copies of a CD of edited interviews entitled '*Open Roads and Eastern Skies: Stories of Gypsy Women*' were given to participants, visitors to the project exhibition at the Museum of East Anglian Life, and an archive copy was formally deposited with the museum. The young people designed the displays for the end of project exhibition (fig 6), which were also offered to other heritage venues involved in Gypsy and Traveller History Month.



Fig 6: One Voice for Travellers project leaders and exhibition material at the Museum of East Anglian Life in February 2014

Around 60 people were actively involved in the project, which carried out interviews with 26 women and reached around 415 people altogether, including visitors to the exhibition. Collecting feedback on the impact of this project required different strategies to some of the other CCH projects due to issues surrounding attitudes to participant observation and formal information gathering. Formal feedback including paper and online forms was elicited from group leaders and CCH researchers involved in the project, while the recorded interviews and the project exhibition also provided evidence on the impact of the project on participants. Comments⁶ such as "I liked the fact the heritage people thought our history was important", "I was a bit worried if the young people would know what to do, but they did and they did it very well" and "I always thought learning about the past was boring and had nothing to do with today, but that's not how it is, the past makes us who we are and what we believe in" show how the project boosted participants' self-esteem and the value they placed on their heritage.

⁶ These and many other comments were elicited from project participants and displayed as part of the final exhibition in the Museum of East Anglian Life early in 2014

The experience of the project overall was rated by community group leaders at 10/10, as was the impact of the project on the community and the extent to which it had increased members' sense of connection with their heritage. The extent to which it had increased knowledge of their heritage was rated at 9/10. Those actively involved in the project developed heritage-linked skills in oral history, using archives and local historical research.

More broadly, the project gave the girls who took part new transferrable skills in communication, interviewing, editing, using social media and project management; boosted their self-esteem, engagement and aspirations; enabled them to make new friends within GRT community; and gave them a better understanding of their heritage, all achievements of immense value to the participants. Informal participant observation during project activities added to the feedback. Discussion between the PI and community group leaders present at the exhibition elicited that this was the first time the group had run an oral history project and that they had found it to be a very positive experience, inspiring in the way participants had risen to meet very significant challenges including a death within the community. It was noted that the personal story-telling had been felt to be 'healing' in many cases, as was the experience of sharing the stories afterwards. A conversation between the PI and one of the girls involved in the interviewing showed how the latter's enthusiasm for a prospective career as a teacher had been strengthened, and her self-confidence boosted, by her experience on the CCH project. As the conversation moved on, a pre-teen brother of one of the participants, present but silent during the earlier discussion, contributed animatedly when the topic moved on to the use of horses in World War One and expressed immediate enthusiasm for the idea of another project which would allow him to explore further the role of the GRT community in this.

Project leaders in the GRT community gained new skills in project management, including people skills and budget management. Subsequent to the CCH project, they were interviewed on Radio 4⁷ and within six months of the project completion, one had secured a place to study for a funded PhD while a second was actively looking for one (e-mail from SB to CL received 20/3/2014). The visits of hundreds of people to the museum exhibition was rewarding for the project participants and suggests that many people gained a better knowledge and understanding of GRT heritage. The project created new networks linking the university, OV4T and this part of the GRT community and generated enthusiasm for other collaborations in the future.

The legacies of the OV4T Open Skies project include a new oral history archive curated by the Museum of Rural Life and available for research in the future⁸. The teenage girls who took part were better equipped to gain qualifications and employment, and to pass their attitudes to heritage and volunteering on within their families and communities. The GRT community may be strengthened by reputational enhancement and new networks developed during the project and by a wider population better informed about GRT lives, all enhancing the capacity for GRT needs to be better catered for in the future. New collaborations in the future would help propagate this legacy.

DISCUSSION – CCH CHALLENGES, OUTCOMES, IMPACT AND LEGACY

CCH Challenges

The All Our Stories/CCH project was extremely demanding for community groups. Most community groups had little or no prior experience of running HLF-funded projects, which demonstrated the R4CH scheme's success in reaching new audiences, but increased the need for support. The timescale was extremely tight, with all projects to be completed by the end of December 2013, i.e. within a single year.

Difficulties were also faced by the CCH team, mostly stemming from challenge of meeting the demands of two very different funders, HLF and AHRC. Some of these were resolvable over the course of the programme, but others were more problematic and were symptomatic of issues encountered by many co-produced community projects. In the former category, lack of synergy between the aims and aspirations of HLF and AHRC made identifying goals, priorities and key performance indicators very difficult; late announcement of timetables, especially in year 1, compromised planning, a problem exacerbated by different timetables being followed by HLF and AHRC; while late changes to funding limits made financial planning difficult. Working under these constraints was challenging and time-consuming and made strategic planning very difficult.

A more serious issue lay in engaging university researchers in CCH. Many could not see how involvement was going to be of use to them or their research career, a suspicion implicitly supported by the fact that HLF showed little interest in the research outcomes of the community projects they funded through *All Our Stories*. This was exacerbated by the perception that while sourcing ideas from communities is at the heart of community heritage programmes, these ideas do not necessarily fit into existing research frameworks or advance identified research agendas, limiting its appeal for many established researchers, especially those with secured permanent university contracts.⁹ Furthermore, the terms of the Research Excellence Framework (REF) meant that if there was no explicit, demonstrable connection between the groups' chosen projects and the academics' underpinning research, the scope for submitting the outcomes as impact case studies for the REF appeared to be limited.

Another serious problem stemmed from inadequate funding, which was especially challenging in Phase 2. Despite AHRC increasing the funds available for Phase 2, this was not provided on a per-group/pro-rata basis, with CCH only able to bid for a sum intended to support 10 groups or more. With 28 groups requesting support from CCH, the amount of funded time which could be given to each group was inevitably limited. Several researchers consequently gave considerable more of their time than was funded, which ensured groups were adequately supported but left researchers seriously over-stretched.

⁷ <http://www.bbc.co.uk/programmes/b01sin5t>

⁸ Museum of East Anglian life reference STMEA:R.L.4022 and STMEA:R.L.4023 (Classification: 8340)

⁹ This long-running issue within HE was highlighted in 2010 (<http://www.timeshighereducation.co.uk/news/research/research->

[intelligence-engage-the-selfish-gene/410836.article](http://www.timeshighereducation.co.uk/news/research/research-intelligence-engage-the-selfish-gene/410836.article)) and although the increased emphasis on impact in the REF since 2014 has increased many researchers' interest in wider engagement, it remains problematic (Burchell 2015; Wellcome Trust 2016).

A third issue related to the short lifespan of the R4CH projects. All funding (from HLF and AHRC) ceased at the end of 2013, and there was thus no funded provision for maintaining post-project contact with groups, let alone for actively supporting them in sustaining or embedding project legacies. While the positive relationships that researchers had built up with their groups inspired some continued contact, these arrangements were all on an *ad hoc* and *pro bono* basis, and impossible to maintain in the case of team members who moved on to other projects, or other institutions, after the project finished.

CCH Outcomes

In spite of these challenges, the 28 co-produced community/CCH projects were extremely successful, achieving a varied range of both tangible and intangible outcomes (appendix; Lewis 2014a; Lewis 2015). All generated new understanding of aspects of heritage, both amongst those involved and for wider audiences. Most created new resources for future research through activities such as discovering, dating and characterising archaeological sites and finds, publishing local histories, recording oral histories or creating heritage trails, apps, artefacts, displays, and exhibitions¹⁰. Wider transferrable skills in research, networking, communication and project management were instilled, disseminated and cascaded; new knowledge was exchanged between university and community participants; new research networks were created and reinforced; while social bonds within and between communities were created and strengthened through collaborative networking. The collaborations between community groups and university researchers worked extremely well in stimulating ideas, driving forward progress and delivering outcomes which considerably exceeded expectations. (It was perhaps ironic that the much higher-than-anticipated take-up of the CCH programme was one cause of its funding difficulties.)

Most projects made genuinely new contributions to the incremental process of advancing academic knowledge. In this, the involvement of university researchers was crucial as it allowed new information gleaned during community investigations to be validated, contextualized within and added to, the existing cannon. At Sharnbrook, for example, a previously undated and wrongly classified sub-circular earthwork was dated to the 12th century during a CCH/HLF-funded community excavation (Lewis and Pryor 2014b) and its wider significance recognized as an unusually late ringwork and thus a rare example of a transitional stage in the form adopted by medieval elite residences from castle to moated site. Groups in the villages of Foxearth (Cox 2014), Meldreth (Lewis and Pryor 2014a), Shillington (Lewis and Pryor 2014c), Toft (Lewis and Pryor 2014d) and West Wickham (Lewis, C. and Baillie 2014) all involved hundreds of local residents in small archaeological ‘test pit’ excavations which advanced knowledge and understanding of the development of these historic communities over more than 4,000 years. Each project generated an analytical report (see appendix) (with data submitted to local archives including Historic Environment Records maintained by local government authorities and inform planning processes). The results were summarised in *Medieval Settlement Research*¹¹ (Lewis 2013) and are contributing to ongoing academic research into the development of settlement, landscape and demography in southern England (Lewis 2014b), generating new insights into questions such as the impact of the Black Death in England (Lewis 2016).

Other archaeological projects run by Ashwell Museum, Cambridge Archaeological Field Group and Fenarch involved members of the public in field-walking intended to advance understanding of the historic development of landscapes spanning prehistory to the early modern period (see appendix for project outputs). Several groups including Cambridge United Football Club, women’s group Freudian Slips, The Royal Anglian Regiment Museum and the Suffolk Horse Society ran oral history projects involving members of various publics in recording the memories of those involved in, or associated with professions as varied as football, the laundry industry, the army and farming in the years around the second world war, creating new audio archives, performances and apps (see appendix for project outputs).

Groups exploring aspects of local histories of place included Ely Wildspace, Heritage Writtle, Rattlesden Local History Group, Sturmer Local History Group, Tilty Archaeology & Local History Group and Wormingford Community Education Centre, generating a range of publications, exhibitions and history trails (see appendix for project outputs).

A number of CCH projects recorded, transcribed and archived memories and oral histories, many provided by much older community members and would soon otherwise have been lost. Interviews recalled experiences and lifestyles which are in now in decline or extinct, while some accessed very hard-to-reach groups such as Travellers, or others traditionally secretive about their specialist ‘guild knowledge’ such as horsemen. The archived recordings and films created by these projects (see appendix) will be an invaluable resource for future researchers interested in society, community, technology and change. Numerous local history projects likewise created new resources or made existing ones more accessible, which will be of value to future researchers into local communities and histories of place (see appendix). Some groups created resources for schools, publications, exhibitions, heritage centres or trails intended to engage others in finding out about or participating in community heritage.

A compulsory requirement by HLF that community groups should disseminate their results via digital outputs as well as community events ensured the outcomes were widely disseminated in the short term (see appendix), and will remain accessible in the longer term. These outputs show clearly how effectively the projects had succeeded in their stated primary aims of giving people the change to investigate aspects of their own local or personal heritage.

CCH Impact:

In considering how the *outcomes* of a successful community heritage research project can deliver *impact*, it is important to distinguish between these concepts as used in this context. *Outcomes* refer simply to what the project achieves – a site may have been unearthed or a memory recorded. *Impact* relates to the ways in which the project outcomes *make a difference*, and this may be achieved in a range of ways (ICF 2015). At the *individual* level, involvement in the project and/or awareness of its outcomes may enhance and broaden specific knowledge and understanding, but also develop skills, social contacts, networks, aspirations and attitudes, all contributing actually or potentially to personal or economic well-being. For *groups*, impact may be identifiable as new collective knowledge/skills, attitudinal change, reputational enhancement, raised numbers of members/volunteer, improved recruitment capacity and extended contacts which enhance capacity to network or act, or acquisition

¹⁰ See appendix (below) for a list of outputs from CCH projects

¹¹ *Medieval Settlement Research* is the journal of the scholarly research group for medieval settlement studies

of collectively held heritage assets. At an *institutional* level, impact may include improved knowledge, skills, attitudes, contacts, networks and reputation while collectively held assets including resources and institutional memory may be acquired and/or enhanced. Within wider *communities*, new resources and assets may be gained, better shared understanding of local environments generated, more positive attitudes instilled, and community integration, cohesion and resilience increased as social networks are extended and reinforced. For *heritage*, historic sites and records may be better understood, displayed, managed and protected for present and future generations.

The CCH projects were funded by AHRC, as noted above, with a wider aim of developing new research collaborations between the University of Cambridge and community groups, and feedback showed how this was achieved. A total of 37 different groups were involved with CCH at one stage or another of the project, and feedback from the initial open days in June 2012 showed that even those which did not ultimately run HLF-funded projects appreciated the help they had been given: every single attendee valued 'most highly' the chance to meet with researchers, with 91% valuing the chance they were given to develop their project ideas, generating a legacy of positive attitudes amongst extended community-university networks.

The impact of the involvement of CCH was also evident in other ways as the first (developmental) phase of the CCH programme progressed. During the pre-submission development stage in 2012, a significant minority of groups at one point or another announced a desire to withdraw from the programme to their CCH link researcher. In some instances this was due to confidence being eroded by the perceived complexity of the HLF application process or anxiety surrounding the responsibility of choosing which of a number of possible different options to pursue. Others encountered very specific obstacles, such as the need to obtain legal consent to excavate on a scheduled ancient monument at Sharnbrook, a problem whose resolution consumed a considerable amount of CCH time and would not have been achievable without the professional sectoral knowledge of the project's CCH link researcher (CL). In nearly all cases, the CCH team was able to provide or source support in the form of reassurance, advice, advocacy and/or problem-solving which restored confidence amongst group leaders and led to bids not only being submitted, but in being successful in securing funding. Another clear indication of the difference made by the CCH support at this critical stage of the programme was evident in the high success rate of CCH-supported proposals in securing HLF funding: 90% of the CCH-supported groups which submitted HLF bids were successful, compared with a national average of c.50%.¹²

Feedback was also collected from community group leaders to assess the impact of the projects at the end of the delivery phase in 2013, using paper forms and online surveys to elicit scalar metric assessments as well as free-text comments. This indicated that more than 5,000 people had been directly reached by the 28 projects (this includes visitors to events and exhibitions but excludes remote access achieved online or via broadcast media). Formal feedback showed the CCH projects to be extremely effective in increasing community members' knowledge of their heritage: 97.2% of respondents agreed that this had grown, with the average rating for the extent to which this had been increased being 8.5/10. A wide range of heritage-related skills were developed within groups, including archaeological investigation (65% said they had acquired new skills in this activity); capturing oral histories (54%); creating photographic records (62%); using archives and collections (73%), creating archives and writing for

publication (60%) and conducting local historical research (64%). Broader transferrable skills also developed by community members in the course of participating in the CCH projects included organising and running events (developed by 73% of respondents); making films/audio recordings (54%); developing webpages (57%); using social media (43%); developing resources such as educational packs, heritage trails and exhibitions (40%); working with press/media (38%). The CCH projects were also effective in building social networks within communities, with 87% of respondents saying that they had learned more about other people who were interested in their heritage in the course of the projects. Involvement in the projects also boosted people's sense of connection with their community heritage, with the average score for this being 8.6/10. Overall, the impact the project had on the community was rated at an average of 8.4/10.

Options for free-text comment on groups' experience of delivering their project were also available on the feedback forms, and this provided qualitative evidence for the impact of the support provided by the university CCH team. Written comments give a flavour of groups' attitudes: *'Very supportive - always positive and enthusiastic. Good training sessions and helpful informal support. Helped to give us confidence that our project was worthwhile.'* (Freudian Slips); *'The University has been extremely helpful and encouraging. The training days were excellent and everything made me feel more confident to proceed with the project'* (Heritage Writtle); *'The way in which support and workshops were provided from pre-application to concluding celebration was exemplary and a useful lesson for me (as a museum curator) in how to work in participation with community groups. The intense 'dig week' was great fun and a thoroughly memorable and inspiring experience all round - all project participants felt it was a privilege.'* (Saffron Walden Museum); *'The support we received, for example the workshops on writing and suitable recording equipment, have been excellent. Support on the phone, via e-mail etc. has been invaluable.'* (Suffolk Horse Society). In a scheme which increased heritage knowledge so effectively and so widely, the accessibility and friendliness of the support CCH provided and the way this boosted both skills and confidence amongst community groups can be seen to be particularly important, and in this it has achieved one of the keys aims of AHRC in funding R4CH programmes, that of building research networks linking communities and universities. Overall, groups rated (on a scale of 1-10) their attitudes to collaborating with the University of Cambridge at an average of 9.1/10, and the likelihood that they would collaborate similarly again in the future at an average of 9.1/10.

Overall, the impacts of the various CCH projects, and the programme generally, were not only many and various but, importantly, impacts were identified and evidence for them was captured by the CCH project team.

CCH Legacy:

Legacy is defined here as impact which endures. Typical legacies of CCH projects include new tangible resources created and curated for the future as well as intangible skills, networks and attitudes which were instilled, enhanced and disseminated. Some legacies may be sustainable in a static state, such as collections which are curated, or knowledge, skills and networks which are retained. Others may be dynamic legacies which can develop, adapt and grow, such as projects which continue; collections which are cumulatively added to; knowledge and skills which are

¹² The numbers of applications and grants made was outlined in a filmed press event, transcript available online at

http://closedprogrammes.hlf.org.uk/HowToApply/programmes/Documents/All_Our_Stories_Video_Transcript.pdf

expanded, diversified and cascaded to others; activities which adapt to meet or develop new opportunities; or networks which extend to draw in new members. While the benefit of achieving such dynamic legacies can be shown through evidencing the difference they make, major challenges present themselves even to highly impactful projects in identifying, establishing, sustaining and monitoring these.

With the CCH programme finishing at the end of 2013, it is a little early to assess the legacy of its projects but it is already possible to see how this is developing in the two examples discussed above. The legacy of the Saffron Walden project is tangible in the form of new curated archaeological discoveries now held by the museum, while the pathways to sustaining the impact of the excavations, including the intangible legacies within individuals and the local community, will be easier to monitor through their association with the museum and local schools as well as the university. Legacies from the Open Skies project likewise stem from tangible and intangible outputs, and while the involvement of the Museum of East Anglian Life will help sustain and monitor the legacy of this impact, the fact that the project relied heavily on the commitment of just three key individuals (two members of OV4T and the CCH link researcher) is a potential weak link here, should any or all of these cease involvement.

The CCH-supported project developed and run by Meldreth Local History Group¹³ provides a good example of successful legacy generation. The group was a small one formed in 2007 with only a dozen active members in 2012 and no previous involvement in local archaeological investigation. The group responded to the CCH call in March 2012 wishing to carry out a programme of small ‘test pit’ excavations throughout their Cambridgeshire village in order to find out more about its historical development and to raise their group’s profile. Test pit excavation projects elsewhere have achieved a range of outcomes which generate impact and legacy (Lewis 2014c; 2015)



Fig 7: A test pit under excavation in Meldreth in 2013



Fig 8: Residents of Meldreth and test pit excavation teams compare finds from different ‘test pits’.

Surviving an early loss of confidence during the development phase in July 2012 with the help of CCH support, the bid the group submitted to HLF in late July explicitly stated that ‘*During the project we will build up our skills and experience so that we can continue to explore our heritage once the project has been completed*’¹⁴ and suggested ‘*the village’s growing sense of community will be strengthened by the project*’. Bearing this out, the project’s three excavation weekends were enthusiastically supported by more than 300 local residents in 2013 (fig 7, 8). Project leaders commented in feedback after the project was completed that ‘*We found the test pitting to be a very social activity and the project encouraged and revealed a fantastic community spirit. People made new friendships and renewed old ones*’. The impact of CCH support was indicated by ‘*We were delighted to be given the opportunity to work with the University of Cambridge and could never have embarked on this project without (their) help and guidance*’

After the excavations were completed, the group curated a superb pop-up exhibition (fig 9) and generated a large amount of website content¹⁵ all of which was both academically informed as a result of CCH’s input and engagingly and accessibly presented. Ideas for new avenues of research stimulated by the success of the project by November 2013 included ‘*...geophysical survey, fieldwalking and digging more test pits. We may also be interested in archaeological investigations on a larger scale if geophysics suggests that this is warranted. Other projects which may benefit from the involvement of a university student or researcher include research into the village’s manorial history and the use of dendrochronology/radio carbon dating to date old timbers in buildings*’.

¹³ http://www.meldrethhistory.org.uk/category_id__103.aspx

¹⁴ Bid submitted by Meldreth Local History Group to Heritage Lottery Fund ‘All Our Stories’ Fund, p 2.

¹⁵ http://www.meldrethhistory.org.uk/category/2013_test_pitproject (accessed March 2015)



Fig 9: Exhibition of finds from the Meldreth excavations assembled for their celebration event in autumn 2013.

Since the HLF-funded CCH-linked programme finished, the Meldreth group has indeed continued and expanded its archaeological activities in 2014¹⁶, completing more 'test pits' involving a primary school (fig 10) and residents of a retirement home (fig 11). They have carried out a geophysical survey on a manorial site excavated during the CCH project and are planning further funding bids for larger-scale community excavations on this site. In addition, members of the group are now involved in supporting another local group develop its confidence and expertise. In developing this very dynamic legacy, the involvement of the university was crucial in the early stages, while the active involvement of members of the History Group has been crucial in sustaining and expanding the legacy.

The above narrative shows how the CCH-supported project run by Meldreth Local History Group really has achieved identifiable culture change: a group which previously had no knowledge or experience in archaeological investigation now has this firmly established as a core activity which is expanding their reach and impact within and beyond their community to widespread benefit and appears securely embedded for the future.



Fig 10: Post-CCH legacy in action as two test pits are excavated in 2014 in Meldreth Primary School, supervised by members of Meldreth Local History Group. © Kathryn Betts, Meldreth Local History Group.



Fig 11: Front page local press story about a post-All Our Stories/CCH test pit excavation in Meldreth in 2014, organized by members of Meldreth Local History Group.

The Meldreth project is not alone in its legacy potential: all the CCH projects had specific, measurable impacts and also had scope to deliver many and various specific and measurable legacies. In nearly all projects, it was possible to see how both impact and legacy were enhanced by the involvement of CCH researchers in the HLF-funded projects. Considering how the legacy potential was (or was not) achieved highlights, however, that legacy is not necessarily automatically forthcoming or sustainable. The major hurdle to both sustaining and monitoring the legacy of CCH projects lay in the short-term nature of the programme: once the projects had finished at the end of 2013, there was no provision for continued support to groups, or even for contact to be maintained. Thus while details of achieved impacts and potential legacies could be identified in end-of-project feedback, it was frustrating not to be able to monitor these as they developed or to continue to work with groups which, enthused by their enjoyment of the CCH project, were keen at the end of 2013 to develop new collaborative projects. As funding for such activity would have required new grant applications not guaranteed to be successful which could not be made during the life of the projects due to the severe time constraints involved in supporting 28 projects, momentum was lost in many cases as projects finished and research teams dispersed with no onward activity planned.

¹⁶ Summaries of activity in 2014 can be found online at http://www.meldrethhistory.org.uk/page/archaeology_in_2014

In this, CCH highlighted the difficulty many programmes with finite funding face, especially if wider institutional support is lacking. In projects funded on a term-limited basis, any legacy worthy of the term will outlast the project, and sustaining this legacy requires strategic planning and careful management. Monitoring legacies can be particularly difficult, and as time elapses, evidencing a link between project outcomes and legacy can become increasingly difficult. This challenge is explicitly recognised in the establishment of the AHRC-funded Heritage Legacies Project.¹⁷

Crucially, CCH shows that if impact is to be maximized and legacy sustained and monitored, systems need to be in place to ensure that required resources (which may include time, energy and/or funding), skills, knowledge and networks are present. While individuals, as the agents in the process of legacy generation, will be required to contribute time and energy, the involvement of groups and/or institutions is needed to minimize risk and facilitate eventual succession planning: both are essential to ensuring that legacy sustainability is not compromised by being invested solely in individuals who in due course may move on. Such groups or institutions may or may not have been involved in the original project, and may need to provide support which may be continuous or occasional, proactive or reactive and range in level of commitment from simply maintaining contact to ensure legacies are monitored, to helping develop and run entirely new ‘successor’ projects. Universities, as continuing institutions dedicated to learning, are well-placed to fulfil this role.

CONCLUSION – COMMUNITIES, UNIVERSITIES, RESEARCH AND LEGACY GENERATION IN THE 21ST CENTURY:

CCH demonstrates universities’ capacity for nurturing research and research networks beyond academia, showing how co-produced, publicly engaged research projects can act as a force multiplier not only for the impact of research but also in the quantum of what is achievable and the diversity of audiences that it can reach. It also provides evidence from numerous projects of ways in which impact and legacy can be achieved, and highlights the potential impediments which may hinder this process. CCH indicates that nearly all community-sourced heritage projects have the potential to deliver myriad outcomes and legacies that are of value both within and beyond academia. It also demonstrates the ways in which vision and resources are needed to effectively identify and nurture impact. It shows that it is important to plan ahead to develop strategies for legacy-generation, but also to be adaptable in order to capitalize on unanticipated opportunities. Likewise, it shows that effective strategies for monitoring impact and legacy must be developed: if impact cannot be evidenced, then it becomes more difficult to justify the provision of ongoing support. It highlights how short-termism can be inimical to legacy propagation, but recognizes that open-ended support will be difficult to justify. The conclusion is that legacy is best epitomized by the development of sustainable new resources, activities or attitudinal/culture change, but that achieving these often requires considerable tapered support as these embed within individuals and/or communities.

Universities, as institutions whose research role transcends individuals, are well-placed to provide this sort of on-going support. This should not be seen as a peripheral activity, as the process of multiplying, diversifying and pluralising both

knowledge and benefits of research processes, which programmes such as Cambridge Community Heritage have shown to be achievable to wide-ranging benefit, is one for which universities are, of course, not only well-equipped, but essentially intended (RCUK 2013; RCUK undated). Programmes such as Cambridge Community Heritage, which develop research-engaged communities beyond university walls, clearly and explicitly extend the public benefits of higher education beyond those of private individuals, can help ‘*sustain a culture which demands disciplined thinking, encourages curiosity, challenges existing ideas and generates new ones; [and is] part of the conscience of a democratic society, founded on respect for the rights of the individual and the responsibilities of the individual to society as a whole*’ (Dearing 1997, para. 5). In undertaking this sort of activity, universities are in fact fulfilling some of the aspirations for higher education of a more optimistic age than the present, when higher education aspired to be ‘*a public good in its own terms, valuable both for the student and the wider society... concerned with the development and transmission of knowledge and culture*’ (Holmwood 2011, 7, citing Robbins 1963, paras 25–8). These aims are beginning to be foregrounded again by AHRC’s *Connected Communities* programme (Facer and Enright 2016), which provided the funding for CCH, and exemplified in projects such as the Community University Partnership Programme at the University of Brighton.¹⁸

Finally, it is surely the case that enthusiasm in universities for co-produced research activity which delivers wider legacies should be high, as programmes which achieve a wide range of social and academic outcomes present one solution to the oft-lamented problem in post-Browne-era English universities that ‘*the boxes that academics are required to tick keep on multiplying: teaching, research, publishing, knowledge transfer, public engagement, marketing, entrepreneurship. It becomes increasingly hard for academics to devote the time necessary to the slow, incremental work of teaching and research*’ (Miller and Sabapathy 2011, 52). CCH shows the value of reconceptualizing these activities within academia not as discrete and conflicted but as potentially integrated and complimentary, as publicly engaged research programmes in which the boundaries of who is inside and outside universities are redrawn, to the benefit of all - individuals, communities and institutions as well as the sum of human knowledge. This is an important and exciting role for the publicly engaged research university in the 21st century.

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¹⁷ <https://heritagelegacies.wordpress.com/> (accessed August 2016)

¹⁸ <http://about.brighton.ac.uk/cupp/>

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APPENDIX

Outputs from CCH projects

Cambridge Community Heritage <http://www.access.arch.cam.ac.uk/communities/cch>

Ashwell Museum <http://www.ashwellmuseum.org.uk/>

- Ashwell Archaeology on Facebook <https://www.facebook.com/pages/Ashwell-Archaeology/220513771338285?fref=ts>
- Ashwell Archaeology on Historypin <http://www.historypin.com/channels/view/52340/#!photos/list/>
- *Fieldwalk November 2013* YouTube video <http://youtube/g6pmCL2JQYU>

Cambridge Archaeology Field Group <http://www.cafg.net/>

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- Wimpole: silent voices and deserted homes <http://www.cafg.net/archive.aspx?a=prj>
- Celebration exhibition posters <http://www.cafg.net/wimpole/CAFG%202013%201.pdf>
- CAFG on Facebook <https://www.facebook.com/CambridgeArchaeologyFieldGroup?fref=ts>
- CAFG on Historypin <http://www.historypin.com/channels/view/52904/#!photos/list/>

Cambridge United Football Club <http://www.cambridge-united.co.uk/>

- 100 Years of Coconuts <http://www.100yearsofcoconuts.co.uk/>
- 100 Years of Coconuts on Facebook <https://www.facebook.com/pages/100-Years-of-Coconuts/240094772737189>

Ely Wildspace <http://www.elywildspace.org.uk/>

- Memories of Ely Pits and Meadows <http://memoriesofelypitsandmeadows.com/>

FenArch – Fenland Archaeological Society <http://www.fenarch.co.uk/>

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Foxearth Church Heritage Initiative <http://www.foxearthandliston.org.uk/>

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Friends of Corhampton Church: ‘Saxons in the Meon Valley <http://www.saxonsinthemeonvalley.org.uk/>

Freudian Slips <http://www.freudianslips.co.uk/index.php>

- *It will all come out in the wash!* <http://www.freudianslips.co.uk/itwillallcomeoutinthewash.php>

Heritage Writtle with Writtle Archives <http://heritage-writtle.co.uk/default.aspx>

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- 2013 Test Pit Project http://www.meldrethhistory.org.uk/category_id_103.aspx
- Meldreth Local History Group on Historypin <http://www.historypin.com/channels/view/11566/#>

One Voice 4 Travellers <http://www.gypsy-traveller.org/onevoice4travellers/>

- *One Voice 4 Travellers*. 2014. *Open Roads and Eastern Skies: stories of Gypsy women* (CD).

Pirton Local History Group <http://www.pirtonhistory.org.uk/>

- Interactive map <http://www.pirtonhistory.org.uk/interactive-map/>
- Pirton Local History Group on Facebook <https://www.facebook.com/pages/Pirton-local-history-group/261390490629238?fref=ts>

- Pirton Local History Group on Historypin <http://www.historypin.com/channels/view/52563/#!photos/list/>

Rattlesden Local History Group <http://rattlesdenpc.onesuffolk.net/clubs-and-organisations/rattlesden-local-history-group/>

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http://www.shirley.cambs.sch.uk/upload/All%20Our%20Journeys%20Resource%20Pack_.pdf
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Sturmer Local History Group <http://www.sturmerhistory.com/>

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- Sturmer History on Historypin <http://www.historypin.com/channels/view/43243/#!photos/list/>

Suffolk Horse Society <http://suffolkhorsesociety.org.uk/>

Tilty Archaeology & Local History Group <http://www.tiltyhistoryprojects.co.uk/>

- Tilty and the Second World War <http://www.tiltyhistoryprojects.co.uk/all-our-stories>
- Tilty Archaeology & Local History Group on Historypin <http://www.historypin.com/channels/view/51463/#!photos/list/>

Toft Historical Society <http://www.tofthistoricalsociety.org.uk/>

- Lewis, C. and Pryor, A. 2014 *Archaeological test pit excavations in Toft, Cambridgeshire, 2013*. <http://www.access.arch.cam.ac.uk/reports/cambridgeshire/toft/2013/CCHreportToftfinal.pdf>
- All Our Stories blog <http://www.tofthistoricalsociety.org.uk/aos/>
- Toft Historical Society on Historypin <http://www.historypin.com/channels/view/52207/#!photos/list/>

West Norfolk & King's Lynn Archaeological Society <http://wnklas.grevhawk.org.uk/main.php>

- Gaywood Valley Project <http://gaywood.grevhawk.org.uk/main.php>
- WN&KLS on Facebook <https://www.facebook.com/pages/West-Norfolk-Kings-Lynn-Archaeological-Society/443611592394583?fref=ts>
- WN&KLS on Historypin <http://www.historypin.com/channels/view/51731/#!photos/list/>

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